



# Guide of Good Practices and Recommendations for Coaches and Physical Education Teachers across the EU

Promoting Inclusion, Gender Equity and Non-Violent Models of Masculinities in Sports Environments

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## Erasmus+ Sport 2025 – 2026

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This guide brings together practical recommendations and good practices from the EQUI-Champions project (ERASMUS+ Sport 2023). It is designed to support Physical Education teachers and sports coaches working with children and young people across EU contexts. The examples included draw on experiences from Portugal, Croatia, Spain and Brazil

## 1. INTRODUCTION AND CONTEXT

Sport is a powerful space for learning, relationships and identity development, where gender norms are learned and can be reinforced or actively challenged. Physical Education (PE) teachers and coaches play a key role in shaping how children and young people understand respect, equality and non-violent behaviour.

The EQUI-Champions project builds on previous educational and sport-based methodologies, including EQUI-X, Life Champions and Fútbol Más. These approaches were adapted to school and community sport settings across the European Union. This work responds to an urgent need. Research shows that gender-based violence remains widespread in sport: 61% of young women report experiencing psychological abuse, and that 49% of girls drop out of sport at puberty – six times more than boys. These patterns show that participation alone is not enough: safe, inclusive and gender-aware environments must be intentionally created.

Recent European evidence shows that the most frequently reported forms of gender-based violence in sport include physical, psychological, verbal, sexual and economic violence, with a particular incidence of harassment and sexual abuse in team sports and football (Cipolla, 2024). In Portugal, recent data also point to high numbers of violent incidents in sport, including insults, assaults and discriminatory behaviour, especially in football environments, including youth sport (APAV, 2025).

Although violence in children's and youth sport is a serious and widespread problem, many adults still describe their own sporting experiences positively. This tension matters: sport can be both a harmful and a transformative space, depending on the values, rules and relationships that shape it.

Many people across Europe also recognise sport as a powerful tool to combat discrimination, highlighting its potential as a space for positive social change. For that reason, the everyday work of PE teachers and coaches is not secondary: it is central to building safer and more equitable sport environments.

**2. UNDERSTANDING VIOLENCE IN SPORT**

**Seven Forms of Violence in Sport**

TYPE	WHAT IT LOOKS LIKE	WARNING SIGNS
<b>Psychological &amp; Emotional Violence</b>	Insults, humiliation, intimidation, excessive pressure, isolation; shouting, public humiliation, threats of exclusion from the team, manipulation, ongoing bullying often normalized as “competitive demand”.	Mood changes, withdrawal, drop in performance
<b>Physical Violence</b>	Aggression, physical punishment, excessive or inappropriate training loads used intentionally as punishment; may cause injury and is reported by a significant proportion of athletes, especially women.	Unexplained injuries, fatigue, reluctance to attend training
<b>Sexual Violence</b>	Unwanted contact, harassment, abuse of trust or power; includes childhood sexual abuse in sport, coercion, non-consensual physical contact, sexual comments, exchange of sexual favors for selection or playing time, abuse by coaches or officials.	Avoidance of adults, secrecy, distress
<b>Sexual Harassment</b>	Unwanted sexual behaviors such as touching, comments, jokes, messages, stalking, or sharing sexual content, both in-person and online.	Discomfort, avoidance, anxiety, distress
<b>Online Violence</b>	Cyberbullying, cyberstalking, sexist or sexualized insults, non-consensual sharing of intimate images or content; most abusive posts in major competitions target female athletes.	Social isolation, online distress, poor mental health
<b>Economic Violence</b>	Control or restriction of access to resources (scholarships, salaries, prizes, sponsorships, training conditions) used to punish or control athletes; disproportionately affects women and gender minorities.	Financial insecurity, dependency, reduced opportunities
<b>Structural Gender Discrimination</b>	Limited access to facilities, coaching staff, funding, sponsorship, and media exposure for women; attitudes that devalue female and LGBTI+ participation; policies that fail to protect victims of gender-based violence.	Inequality in opportunities, lack of representation, systemic disadvantage

Source: COP / IPDJ Protection Framework; Observatório Nacional da Violência contra Atletas (PT).

**Recognise — Respond — Report**

RECOGNISE	RESPOND	REPORT
Learn the different forms of violence and their warning signs. Pay attention to changes in behaviour, injuries, fear of specific people, withdrawal or sudden drops in motivation.	Listen calmly and without judgment. Do not blame, pressure or interrogate the young person. Maintain confidentiality. Do not confront the alleged perpetrator yourself.	Follow the reporting procedure in your school, club or organisation. Refer the case to your designated safeguarding lead, federation or the appropriate authority. Do not investigate the situation alone.

*Bullying, hazing rituals and online harassment are forms of violence, even when they are normalised as “part of the group” or “just joking”. Even if apparent ‘consent’ exists, remind yourself that a young person’s seeming acceptance does not legitimise harmful group dynamics.*

**3. GOOD PRACTICES FROM DIFFERENT CONTEXTS**

The following examples were collected through EQUI-Champions partner organisations and related programmes such as Luta pela Paz’s Life Champions and Nós com Elas programmes. They show practical ways to promote gender equity, safety and inclusion in school and community sport settings.

**INCLUSIVE PE TEACHING**

<p><b>Rotating Student Leadership — Ruder Boskovic School, Osijek [Croatia]</b></p> <p>A PE teacher rotates leadership roles during the opening and closing moments of each lesson, alternating between girls and boys. Mixed-gender teams are used consistently, including in dance activities, with partner rotation to avoid fixed gender roles.</p> <p><i>KEY TAKEAWAY: Shared and rotating leadership helps normalise equal authority and visibility in sport for girls and boys.</i></p>
<p><b>Rule-Based Interventions Against Gender Exclusion — First Gymnasium Zagreb [Croatia]</b></p> <p>A teacher enforces clear rules to prevent boys from dominating play. These include requiring passes to girls and ensuring mixed-gender participation in extracurricular competitions. Teams that pass only among boys are penalised, and all competitions must have mixed-gender teams—a practice consistently upheld for over 25 years.</p> <p><i>KEY TAKEAWAY: Clear rules change behaviour more effectively than generic appeals to fairness alone.</i></p>
<p><b>Mixed Tournaments with Equity Incentives — XI Gymnasium Zagreb [Croatia]</b></p> <p>Mixed tournaments can use temporary equity measures, such as minimum numbers of girls on court or extra value for girls’ scores, to increase meaningful participation: Volleyball (3 girls + 3 boys per team),</p>

3x3 basketball (points scored by girls count double), and dodgeball (minimum 4 girls on the field at all times) – In both regular PE and extracurricular leagues.

**KEY TAKEAWAY:** *Structural incentives can help correct exclusionary habits and create real involvement.*

## ENGAGING GENDER NORMS THROUGH CULTURE

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### Film Screening and Guided Reflection — Nansen Dialogue Centre Osijek [Croatia]

A screening of 'Julie Keeps Quiet' (abuse by a tennis coach) was followed by structured facilitated discussion about abuse, silence and power in sport. The film's slow pace mirrored the emotional reality of abuse (e.g., isolation, difficulty speaking out) making discomfort pedagogically valuable.

**KEY TAKEAWAY:** *Film and guided reflection can help young people discuss difficult topics that are hard to address through direct instruction alone.*

### Female Athlete Role Models in Training — Taller de Solidaridad [Spain]

Coaches integrate stories of women athletes (from 'De niñas a leyendas: 25 mujeres deportistas') into training sessions and team talks, combined with sport activities that connect human rights, equality and social justice.

**KEY TAKEAWAY:** *Visible female role models help challenge the idea that sport is primarily a male space.*

## INCLUSION OF GIRLS AND UNDERREPRESENTED GROUPS

### Girls-Only Rugby Team in Vulnerable Community — PGR ONG, Cañada Real [Spain]

Regular rugby sessions in one of Madrid's most disadvantaged areas provide a safe structured environment.

**KEY ACHIEVEMENT:** Creation of the first girls' rugby team in Cañada Real. Coaches' role goes beyond technique: building trust and ensuring all feel equally welcome.

**KEY TAKEAWAY:** *Coaches ensure girls and boys feel equally safe and valued, which is as important as technical skill.*

### Sport and Disability — FASE Fundación, Community of Madrid [Spain]

Workshops in special education schools for young women with intellectual or psychosocial disabilities, using sport and group dynamics for inclusion, confidence and empowerment. Accessible communication, flexible rules and individual safety attention are central.

**KEY TAKEAWAY:** *Adapt sport to participants' needs – not the reverse. Flexible rules signal that everyone belongs.*

### Open Club Sessions for Girls — Parea Elkarte, Irun, Basque Country [Spain]

18 clubs offer free open sessions for women and girls. Secondary schools and PE teachers are engaged to reflect on gender roles. A practical local approach creates direct access opportunities rather than merely communicating about equality.

**KEY TAKEAWAY:** *Equal access requires an active invitation: open sessions help girls feel welcome before committing.*

### Engaging Families and Community — Luta pela Paz, Inspirando Campeões [Brazil]

Monthly family sessions, community meetings with athletes and local role models, and regular

communication channels were used to build trust, keep families engaged and strengthen girls' participation. A girls-only martial arts class with gender-focused conversation circles built a peer support network and autonomy.

**KEY TAKEAWAY:** *Family engagement helps sustain participation and reinforce safety beyond the training session.*

**4. FIVE CORE PRINCIPLES (LIFE CHAMPIONS / EQUI-CHAMPIONS)**

Tested with sport educators in Brazil and adapted for EU contexts, these principles translate evidence into daily coaching and teaching practice.

<b>1.</b>	<b>Involve Families and the Community</b>
	<ul style="list-style-type: none"> <li>✓ Host regular family sport sessions or open days.</li> <li>✓ Create simple communication channels (group chats, social media) with clear rules to keep families engaged.</li> <li>✓ Offer parents basic information on gender equality, safeguarding and support services.</li> <li>✓ Involve families in safeguarding discussions to promote a culture of respect and safety.</li> </ul>
<b>2.</b>	<b>Create Welcoming Strategies in Mixed Environments</b>
	<ul style="list-style-type: none"> <li>✓ Address sexist language and peer pressure directly.</li> <li>✓ Co-create group rules with students at the start of the term or season.</li> <li>✓ Set up peer mentoring with older female athletes or coaches as role models.</li> <li>✓ Promote a zero-tolerance culture for harassment and discrimination through clear group norms.</li> <li>✓ Ensure inclusive practices that consider intersectionality (e.g. ethnicity, disability, socio-economic background).</li> <li>✓ Use diverse role models and examples to challenge stereotypes and normalise gender equality.</li> </ul>
<b>3.</b>	<b>Actively Reduce Barriers to Girls' Participation</b>
	<ul style="list-style-type: none"> <li>✓ Adapt schedules and formats to accommodate care responsibilities when possible.</li> <li>✓ Provide safe, private and accessible facilities (e.g. changing rooms, reporting spaces)</li> <li>✓ Provide childcare space for mothers attending sessions</li> <li>✓ Consider girls-only groups strategically as a transitional or complementary space where needed</li> <li>✓ Provide information in multiple languages and formats to reach diverse participants</li> <li>✓ Use digital tools or anonymous reporting platforms to increase accessibility and safety</li> </ul>
<b>4.</b>	<b>Promote Leadership and Autonomy for Girls</b>
	<ul style="list-style-type: none"> <li>✓ Rotate student leadership roles in lessons (session leader, referee, activity chooser)</li> <li>✓ Assign girls to positions of authority as standard practice — not as exceptions</li> <li>✓ Visibly recruit and support female coaches and referees</li> <li>✓ Encourage girls to participate in decision-making processes within teams and clubs</li> <li>✓ Highlight and support female athletes as role models, especially those advocating against GBV</li> <li>✓ Develop peer support structures that empower girls to speak up and support others</li> </ul>

<b>5.</b>	<b>Invest in Prevention: Facilitate Dialogue on Gender Norms</b>
	<ul style="list-style-type: none"> <li>✓ Train staff on gender equality, safeguarding and inclusive pedagogy</li> <li>✓ Use films, stories and discussion tools (e.g., Forum Theatre) as discussion starters to address stereotypes and violence.</li> <li>✓ Run awareness campaigns on inequality in sport within your school or club each season</li> <li>✓ Implement mandatory training on GBV recognition, prevention and response for staff and athletes</li> <li>✓ Establish clear reporting procedures and confidential support routes, with trained safeguarding personnel</li> <li>✓ Provide access to counselling, legal support and safe complaint mechanisms</li> <li>✓ Regularly review safeguarding policies to ensure accountability and transparency</li> </ul>

## 5. KEY RECOMMENDATIONS FOR PE TEACHERS AND COACHES

These 10 recommendations synthesise the practices and principles above. They are transferable across EU sport and school contexts, regardless of country, sport type or resource level.

### a) CREATING SAFE AND INCLUSIVE ENVIRONMENTS

**GOAL:** To make sure every child and young person – boys, girls, LGBTIQ+ or disabled youth – feels physically and emotionally safe in sport.

#### WHAT THIS LOOKS LIKE

- Spaces, equipment and rules are safe and clearly explained.
- Respect is the norm: no insults, humiliation, harassment or exclusion.

#### HOW TO DO IT

- At the start of the season, explain what a “safe space” means in practice: no insults, no humiliation, no unwanted touching and no exclusion - and repeat this regularly.
- Agree 3 to 5 simple rules with the group (for example: respect, no insults, no unwanted touching) and display them in the gym or changing room.
- Map risky areas (changing rooms, corridors, travel to matches) and ensure an identified adult is responsible for supervision there.
- Decide and share clear steps for asking for help (who to talk to, what happens next).
- Use a short check-in at the beginning or end of each session (“1–10, how are you today?”, “Anything bothered you this week?”).

**GOOD PRACTICE**

- Fight for Peace projects use a short circle before training to talk about safety, trust and feelings, which increases belonging and reduces anxiety.

**b) ENGAGING FAMILIES AND THE COMMUNITY**

**GOAL:** To build a strong support network around young people and keep them in sport, especially girls.

**WHAT THIS LOOKS LIKE**

- Families know what happens in training and see sport as a positive space.
- Community actors (schools, clubs, social services) work together instead of in isolation.

**HOW TO DO IT**

- Once per month or term, run a joint activity: open training, parents-children game or family mini-tournament.
- Hold a short parents' meeting at the start of the season to explain goals, rules and communication channels.
- EQUI-C-EU-Guide.odt
- Create an information-only messaging group (for example, WhatsApp) and set clear rules (no insults, no complaints about individual children).
- Offer a short guided visit for new parents: show changing rooms, courts, and how drop-off and pick-up work.
- When you notice social or family risk, connect with local services (social support, youth centres, NGOs) instead of trying to solve it alone.

**GOOD PRACTICE**

- In Brazil, several organisations moved training from unsafe backyards into community centres after building partnerships with local services.

**c) SHARED LEADERSHIP AND STUDENT VOICE**

**GOAL:** help young people take responsibility and reduce rigid power and gender roles.

**WHAT THIS LOOKS LIKE**

- Leadership roles change regularly between boys and girls.
- Young people are asked for feedback on activities and rules.

**HOW TO DO IT**

- Choose a “leader of the day” for every session (warm-up, stretching, helping with equipment).
- Rotate roles across the group regularly: captain, student referee, equipment manager – and ensure that girls are not only participating but also leading.
- Reserve 5 minutes once a week to ask: “What went well?”, “What could we change so everyone feels included?”.
- In pair or dance work, rotate partners often so students work with different people.
- Ask more experienced players to support beginners during drills, clearly as helpers, not mini-coaches.

**GOOD PRACTICE**

- Croatian PE teachers report that rotating leadership and student referees improves responsibility and brings girls more into the centre of the group.

**d) GENDER-FAIR RULES AND GAMES**

**GOAL:** To ensure girls really take part in mixed lessons and training, not just “fill numbers”.

**WHAT THIS LOOKS LIKE**

- Rules are used to open space for girls, not to protect unfair habits.
- Boys learn to play with, not against, girls.

**HOW TO DO IT**

- In team games such as football, basketball or handball, use rules that create real opportunities for girls to participate actively. For example, require at least one pass to a girl before a shot, or set a minimum number of girls on court in mixed activities.
- In school tournaments, encourage mixed-gender teams, and if needed in early stages, count girls’ scores as double to change habits.
- When you see boys ignoring girls, stop the game, remind everyone of the rule and penalise the team, not a single player.
- Plan at least one short activity or discussion per term on women in sport, stereotypes and why many girls drop out during puberty.

**GOOD PRACTICE**

- In Zagreb, simple rules like “the ball must go to a girl before scoring” and penalties for “boys-only play” led to more involvement and respect for girls in games.

**e) KEEPING GIRLS ENGAGED IN SPORT**

**GOAL:** To prevent girls from dropping out around puberty and support them to progress.

**WHAT THIS LOOKS LIKE**

- Timetables and activities take girls' realities seriously.
- Girls see women and older girls in visible, positive roles.

**HOW TO DO IT**

- Ask girls directly which days and times work best and adjust where possible.
- Where you can, offer girls-only groups or slots in very male-dominated sports, while keeping some mixed activities too.
- Use regular girls' circles to talk about body image, menstruation, harassment and expectations; invite a female role model if possible.
- Provide a simple play corner or parallel activity for small children so mothers can train.
- Give "home sessions" (short routines, simple challenges) when participants miss training, so they don't feel left behind.
- Actively recruit and support women coaches and invite older or more experienced girls to help as assistant coaches or mentors.

**GOOD PRACTICE**

- "Nós com Elas" groups created women-only self-defence classes with conversation circles and child-friendly spaces and saw higher participation and confidence.

**f) INCLUDING LGBTIQ+ YOUTH AND YOUTH WITH DISABILITIES**

**GOAL:** To make sure all young people can participate fully and safely, whatever their body, identity or orientation.

**WHAT THIS LOOKS LIKE**

- Activities are adapted so different abilities can take part together.
- The culture openly rejects homophobia and transphobia.

**HOW TO DO IT WITH DISABLED YOUTH**

- Use the STEP approach to adapt activities:
  - Space – change size/shape of the area;
  - Task – simplify or adapt the action;
  - Equipment – change size, weight, colour;
  - People – vary team sizes or support pairs.

This helps teachers and coaches adjust games so that all young people can participate meaningfully and safely.

- Adjust rules: more time to complete a task, different scoring areas, lighter balls or lower nets.
- Connect with local inclusive clubs (for example, boccia, wheelchair sports) and invite them to co-lead a session or deliver a demonstration.
- Pair students so a non-disabled peer can support a disabled peer where needed, while still respecting autonomy.

#### HOW TO DO IT WITH LGBTIQ+ YOUTH

- Set and model a clear rule: no homophobic or transphobic jokes or comments about bodies.
- Check how changing rooms are organised; if needed, offer flexible options and extra privacy.
- Intervene immediately when harmful language appears; name it as violence and link back to the agreed code.
- Use stories of LGBTIQ+ athletes as examples during discussions or warm-up conversations.

#### GOOD PRACTICE

- Inclusive sport projects report more LGBTIQ+ and disabled youth taking part when coaches clearly state inclusion values and adjust rules and equipment.

#### g) PREVENTING AND RESPONDING TO VIOLENCE IN SPORT

**GOAL:** To stop violence before it happens and know what to do when a young person is at risk or reports abuse.

#### WHAT THIS LOOKS LIKE

- Everyone knows that violence is never “part of the game”.
- Staff know the three basic steps: recognise, respond, report.

#### - Recognise

- Talk with the group about different types of violence: emotional, physical, sexual, neglect, online.
- Watch for warning signs: unexplained injuries, sudden changes in behaviour, isolation, drop in school or sport performance, fear of a specific person.

#### - Respond

- If a child opens up, listen calmly, thank them for trusting you, and avoid questions that sound like doubt or blame.
- Be honest: you can't promise total secrecy, because you may need to involve specialists to keep them safe.
- Do not confront the alleged perpetrator yourself, especially if they are a coach, staff member or older player.
- Avoid making the child tell the story again and again to different adults.

#### - Report

- Know the reporting routes in your context (school protocols, club safeguarding lead, helplines, federation or national reporting platforms) and keep them visible.
- If there is immediate danger, contact emergency services and follow national procedures.
- Stay in contact with the young person after you have reported, so they feel supported and not abandoned.

#### WHEN A YOUNG PERSON SHOWS VIOLENT BEHAVIOUR

Whenever possible, involve partners (psychologists, social workers, dedicated programmes) to work with the young person.

- Talk about the behaviour, not their identity ("what you did was violent", not "you are violent").
- Use educational activities to build empathy and responsibility, and to explore how to repair harm where appropriate.

#### GOOD PRACTICE

- *Luta pela Paz*/Fight for Peace materials show that when coaches are trained on safeguarding and clear reporting steps, more cases are reported and victims receive faster support.

#### h) EDUCATING THROUGH SPORT (LIFE SKILLS)

**Goal:** To use every session to build skills young people need in life, not only in sport.

#### WHAT THIS LOOKS LIKE

- Sessions have technical/physical goals and 1–2 life skills goals.
- Coaches link what happens on court to situations at home, in school and in the community.

**HOW TO DO IT**

- Each session can include one technical objective and one life-skills objective, such as cooperation, self-regulation or decision-making in a group. Short reflection questions at the end of practice help young people connect sport experiences to school, family and online life.
- Use short cooperative games and problem-solving challenges that require communication, negotiation and shared decisions.
- After a game, ask 2–3 quick questions: “What did we do well together?”, “How did we react when we lost?”, “Did anyone feel left out?”.
- Create simple activities around gender and violence (character cards, short role-plays, sorting statements into “respectful”/ “not respectful”).
- Ask young people where else they could use these skills (in class, at home, online).

**GOOD PRACTICE**

- Sport for Development programmes report that these small reflection moments help young people handle conflict more calmly on and off the pitch.

**i) USING FILM, STORIES AND MEDIA IN A SAFE WAY**

**GOAL:** To promote open conversations about inequality, violence and power in ways that feel safe and guided.

**WHAT THIS LOOKS LIKE**

- A story or film is followed by a guided discussion.
- Young people can express and explore feelings safely.

**HOW TO DO IT**

- Pick a short film, documentary clip or article about sport and gender, harassment, or an athlete facing barriers.
- Before showing it, set ground rules: respect, confidentiality and no pressure to share personal experiences.
- After watching, use open questions: “What touched you most?”, “Where did you see power used?”, “What could the characters have done?”.
- Ask if similar things could happen in your own club or school and what rules or supports exist.
- End by reminding the group where they can go for help and that staying silent is not the only option.

**GOOD PRACTICE**

- Croatian partners used *Julie Keeps Quiet* to discuss abuse by a coach; the slower pace made it easier for young people to sit with the discomfort and talk about silence.

**j) WORKING IN NETWORKS AND AIMING FOR COLLECTIVE IMPACT**

**Goal:** To make change stronger and longer-lasting by working together across organisations.

**WHAT THIS LOOKS LIKE**

- Schools, clubs, NGO's and municipalities share a common goal and basic data.
- Activities are coordinated, not duplicated.

**HOW TO DO IT**

- Sustainable change requires coordination between schools, clubs, municipalities and community organisations. Shared goals, simple indicators and joint events help make girls' and women's participation more visible and more sustainable over time.
- Agree on one shared target for the year (for example, "more girls playing in local clubs" or "one joint seminar on safe sport").
- Collect a few simple numbers (girls registered, women coaches, awareness sessions held, reports received) and review them together twice a year.
- Co-host at least one public event (festival, tournament, open day) that puts girls and women visibly at the centre.
- Share your tools and stories (short guides, videos, posters) so others can adapt them.
- Join or start a local group on "sport, gender equality and protection" with schools, clubs, social services, women's organisations, LGBTIQ+ groups and disability organisations.

**GOOD PRACTICE**

- The *Espírito Santo Alliance* shows that when organisations share goals and indicators and organise joint events, girls' and women's sport becomes more visible and harder to ignore.

## 6. RESOURCES AND TOOLS

RESOURCE	ORGANISATION	FOCUS
All In Toolkit (2019)	Council of Europe	11 practical gender mainstreaming sheets for clubs, federations and schools (“On your marks/Take action”)
All In Plus (2023 – 2025)	Council of Europe/European Commission	Data on gender equality in leadership, coaching, participation and gender-based violence prevention in European sport
Outsport Manual (2019)	EU Outsport Project	LGBT+ inclusion in sport; Forum Theatre and role-play activities (“Football for All?”, “Replay the Dressing Room”, etc.)
COMPASS	Council of Europe/SALTO-Youth	49 human rights education activities with young people, available in more than 30 languages
Play to Train Toolkit	Erasmus+ project partners (Play to Train consortium)	Guiding questions and planning guide for gender-equitable activities in clubs and schools
STEP/Inclusion Spectrum	Back Up Trust	STEP principles and the Inclusion Spectrum / Change to Include approach to adapt Space, Task, Equipment and People for inclusive sport
Start to Talk Kit	Council of Europe/IPDJ <sup>1</sup>	Training kit to break the silence on sexual violence, with cards for managers, coaches, parents and older athletes
GEM Scale	Instituto Promundo	Validated scale to assess gender-equitable attitudes (Gender-Equitable Men Scale), used in projects such as EQUI-Champions

## 7. CONCLUSION

The examples and recommendations in this guide share a common conviction: sport, approached with intentionality and a gender-equitable lens, is one of the most powerful spaces for positive social change.

Safer and more equitable sport does not depend only on resources. It depends on everyday choices: the rules adults set, the language they use, the roles they assign and the way they respond to exclusion or violence. Coaches and PE teachers are not just instructors; they are agents of change, key actors in building sport environments where all young people can participate with safety, dignity and confidence.

<sup>1</sup> IPDJ is the Portuguese Youth and Sports Institute.